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Appendices:

Detailed CI-P Agenda

7:30-8:15 **SET-UP AND PREP FOR VSM**
- Clean & set up room
- Practitioner Team "huddle" – review roles and development goals

8:15-8:30 **START-UP IN VSM TEAMS**
- Introductions as needed
- Logistics and overview of day & summary of work to be done.
- Check-in

8:30-9:15 **REVIEW DAY ONE, ELAPSED & WORK TIMES, AND 3 B'S**
- Review Day One, CS data, & discuss the 3 B's: Batch, Backlog, Bottleneck (PW p.)

9:15-11:00 **IDENTIFYING WASTES, APPLYING LEAN CONCEPTS & VA/NVA**
- Worksheet: Identifying 8 Wastes (PW p.), Applying Lean Concepts (PW pp.)
- Conduct VA & NVA Activity (PW p.)
- Review/analyze & discuss again CS Elapsed & Work Times
- Assess overall flow.

*(10:00-10:15 **BREAK** - remind to order lunch)*
- *Meet with CI-Practitioner team*

11:00-12:00 **PREPARE FOR FUTURE STATE MAPPING**
- BO: Divide P's into ___ small groups.
- Ask P's to discuss and answer Process Analysis Questions (PW pp.)
- Whole Team**:** Discuss results & record, as appropriate, on poster.

12:00-12:30 ***LUNCH***
- Meet with CI-practitioner team
- Assess where team is and make adjustments as needed

12:30-1:30 **BEGIN FUTURE STATE MAPPING**
- Review Charter & Matrix as needed
- Worksheet: Future State Mapping (PW p.)
- Begin creating FS**:** In whole team (use green step sheets) or in BO groups (for BO groups, ask each group to begin creating a Future State, using Post-Its).

1:30-2:15 **CONTINUE FUTURE STATE MAPPING**
- Using BO Groups' post-its, begin building FS with green Step sheets.
- Identify any potential kaizens (red bursts)

2:15-2:30 ***BREAK***
- Meet with CI-practitioner team
- Set-up for Improvement Imp. Plan (if FS work already completed)

2:30-3:45 **FINISH FUTURE STATE MAPPING**
- Complete mapping of FS in whole team, identifying WT & ET times.

3:45-4:15 **CALCULATE FUTURE STATE TIMES & ANALYZE**
- Calculate FS summary time data.
- Compare & analyze CS & FS times.

4:15-4:30 **WRAP-UP**
- Summarize action items & next steps
- Check-out
- Appreciation & Adjourn

DESIGN NOTES: INTEGRATED 3-DAY VSM - DAY TWO FUTURE STATE

P' = Participant HO = Hand-out FC = Flip Chart PW = Participant Workbook

Time/Topic	Purpose and Method	Materials Resources
7:30-8:15 **SET-UP AND PREP**	**Purpose:** • Participants experience a well organized, confident, competent, and professional learning experience - all in service to enabling the team to accomplish their task and have a satisfying learning and doing experience. **Methodology:** • Be sure room is clean, debris removed, and all materials and equipment organized for the day. • Meet with VSM CI-Ps and review roles, responsibilities, and any development goals. • Review agenda for the day and the Current State calculations (metrics spreadsheet) to assess if there is a need to highlight anything specific today.	• HO's • PW Workbook
8:15 – 8:30 **START-UP**	**Purpose:** • Clarify expectations and create a shared understanding of the direction for the day. • Continue developing as a team, be comfortable and able to progress. • Reconnect with each other and the work of Day One. Orient team to the work ahead, preparing them for the day's work. **Methodology:** • Make any introductions that are needed (staff, observers, new participants) • Review safety exits. • Review Logistics (restrooms, breaks, lunch). • Review Day One. • Preview today's agenda and outcomes. • Check-in: – Ask P's to give one word or sentence (not a paragraph or pages) about how you are doing as we start the day today (idea, feeling, observation, etc.). – Explain that whoever starts, will go round-robin to the left until everyone has checked–in. (including Lead and Co-Lead CI-Ps). • Make note of any themes or patterns you noted during the check-in that could impact the work today.	• PW Workbook
8:30 – 9:15 **REVIEW CS MAP & TIME RESULTS**	**Purpose:** • Finish a shared visualization of the Current State. • Identify & Practice using Elapsed & Work Times. • Reinforce the usefulness of collecting the data. • Begin to transition team from the past to the future.	• CS Map *(on the wall & if possible HO in electronic format)* • Step Sheet –

Time/Topic	Purpose and Method	Materials Resources
	Methodology: • Review the work done to date on the Current State. • Reinforce the learnings from Day One: System/process, Customer, Product, Outcomes, Flow, etc. • Remind P's of the meaning and significance of Elapsed Time and Work Time. • If the Current State mapping was not completed, continue and finish the mapping work. • When done, review the Work and Elapsed Time data with the group. As a reminder, ask P's again - 1. Which activities use the most elapsed time? 2. Which activities use the most work time? 3. Which activities have the greatest discrepancy between the elapsed and work time? • Ask **why** this discrepancy is happening, reviewing the flip-charted responses from Day One. • Review the **3 B's: Batch, Backlogs, and Bottlenecks**. (And point to the examples, if they exist, on the map) PW, p. • Discuss the cascading effects of these (and the "crazy cycle"). • OPTIONAL: If time allows & this wasn't done on Day One, you could do the Card simulation here -- for example, Round 3 to show batch, backlogs, and bottlenecks. • Remind P's throughout that in thinking about their future improved process, they should **not** jump to automation as a solution. They should first eliminate the waste from their current process and streamline/consolidate the work, and only then consider automation. Note: *That is, they should not be automating a bad process. And also should not leap to the "more" solutions: If only we had more staff, more money, and more perfect & more IT systems, then . . . .* • Transition to the *Waste* module below, even if early.	PW p. • 3B's – PW p.
Notes:		

Time/Topic	Purpose and Method	Materials Resources
9:15 – 11:00 (including break) **IDENTIFYING WASTES, APPLYING LEAN CONCEPTS, VA & NVA** 45"	**Purpose:** • Recognize the Wastes in their Current State process, and to apply continuous improvement concepts that are effective in reducing or eliminating them. • Clarify what parts of the process the customer wants and those that are not important to the customer. • Practice working with the continuous improvement concepts. • Prepare to begin creating their Future State process. **Methodology:** • Transition**:** Before moving into creating the Future State, we want to spend a little time working with the ideas that will help you to improve your process and increase its value to the customer. *(Note: Some P's will have done the reading on Waste & Lean Concepts, others will not. This will give P's a chance to get on the same page and connect these with the work.)*	• 8 Waste PW pp.? • Applying Lean Concepts PW pp. . • Worksheet: Value vs. Non-Value-Added. PW pp. • Worksheet**:** Identifying Wastes, Root Causes, and Applying Lean. PW pp.
8 WASTES & LEAN CONCEPTS 5 WHY'S,3 B'S 35"	• Review and discuss The Eight Wastes on PW pp. and Lean Concepts on PW pp. . – Discuss the Five Whys as part of root cause analysis / problem-solving. – Relate the 3 B's to the Wastes as appropriate.	
VA VS. NVA 10"	• Transition**:** Now let's look more closely at one of the Lean concepts, value-added and non-value-added. • Read the ***Worksheet: Value vs. Non-Value-Added***. PW pp. . • Ask P's to complete the Worksheet in 3 minutes. • Debrief the Worksheet VA vs. NVA - All answers are NVA except 3, 6, & 7, which are VA - Statement (9) is NVA, however, if the customer requires that one form is kept in a local office, then this activity would be 50% NVA - Explain that something may be NVA but necessary or required. - Elicit other examples from P's. Teaching point**:** *This whole set of examples illustrates specific wastes inferring specific Lean remediation. A subsequent 'learning opportunity' might capitalize on this.* • Value-added is an important concept – be sure that P's understand the relationship of customer & value. Ask P's how all these relate to their process and improving it. • If time allows, tell P's that they are going to use these concepts we've been talking about in a practical way**:** Ask P's to take the *Waste Worksheet* in their PW pp. , start to complete it, and return with it on Day 3.	

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Time/Topic	Purpose and Method	Materials Resources
Notes:		
10:00 – 10:15 (as appropriate in the module above) **BREAK**	• Meet with your practitioner team. Elicit feedback and make any course corrections. • Remind P's to order lunch, if need be, at the café.	
11:00 – Noon **PREPARE FOR FUTURE STATE MAPPING - PROCESS ANALYSIS QUESTIONS** 60" BO GROUPS 30" WHOLE TEAM REPORT-OUT 25"	**Purpose:** • Recognize the Wastes in our Current State process, and to apply continuous improvement concepts that are effective in reducing or eliminating them. • Practice working with the continuous improvement concepts. • Incorporate using the Process Analysis Questions. • Prepare to begin creating their Future State process. **Methodology:** • Briefly Discuss: **Process Analysis Questions**. PW pp. . • BO's: Divide P's into small groups depending on the size of the team and the nature of the process. – Tell P's to designate timekeeper, scribe, and reporter. – Ask: P's to read the questions in the Process Analysis Questions & record the answers on the poster at each workstation. o Explain that this analysis and the answers will help them in the next task and, most importantly, in creating their improved future state. – Tell P's they have 30 minutes to complete the worksheets, so they will have to work quickly, stay on task, and manage their time. • Whole Team: Ask groups to bring their poster to the front and quickly give their answers. (Do this question by question, with all groups providing their answer so that commonalities and differences will be more apparent.) • Ask for patterns, commonalities & differences. Provide teaching points as appropriate.	• PW pp. Analysis Worksheet. • PW pp. : Process Analysis Questions.

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Time/Topic	Purpose and Method	Materials Resources
Notes:		
12:00 – 12:30 **LUNCH**	• Meet with the staff. Elicit feedback and make any changes to improve the experience for the team. • Assess where the team is and adjust afternoon time frames accordingly. If needed, prep the VSM manager to begin thinking about the report to the Sponsor.	
12:30 – 1:30 **BEGIN FUTURE STATE MAPPING** FLOW 20"	**Purpose:** • To create a Future State map that applies continuous improvement principles, moves the State of Maine towards its goals, and motivates individual and team commitment and enthusiasm. • To enable the team to design a shared/common Future State. • To help the team to think through the proposed changes and their impact on the process and customer. **Methodology:** • Have the team look at the Current State as drawn, then (in preparation for mapping the Future State) ask about the overall flow: ➢ Does the flow of this process need to be changed? ➢ Does it make sense the way it is being done now? ➢ What is the critical path? (A **critical path** is the sequence of activities which adds up to the longest overall duration. This determines the shortest time possible to complete the process. Any delay of an activity on the critical path directly impacts the planned completion date. Steps that do not affect the duration of the process are not critical in this sense and, therefore, are of lesser priority for improvement in relation to the length of the process.) Note: *The reason these questions are being asked is in case the overall flow just does not make any sense to the group at all. This gives them a chance to design a new overall flow before going through each step.* • Review parking lot / improvement ideas. • Review Charter & Matrix goals/outcomes as needed. Note*: Reinforce with the Ps* ***that they are not bound by the Current State*** *– it only informs them as they create a Future State.*	• Worksheet: Future State Brainstorming PW p. • Worksheet: Future State Mapping PW p. • Green Step/Action sheets • Red Kaizen bursts • Yellow post-its for clarifying notes • Blue post-its for improvements • Pink post-its for specific change / improvement actions for imp. Plan.

Time/Topic	Purpose and Method	Materials Resources
CREATING THE FUTURE STATE 40"	• **Depending on the size of the team, the time available, and the nature of the process, you may choose to start creating the Future State in the whole team or in smaller breakout groups.** The overall methodology is essentially the same for both. However, if using BO groups first, you must have a CI-P for each group. • In whole team**:** Move to the next section and begin creating the Future State. (Worksheet**:** Future State Mapping PW p.) • If using BO of 2-3 small groups**:** ask them to create the Future State map by starting at the beginning of the process. (Worksheet**:** Future State Brainstorming PW p.) 1. Remind them to identify a reporter and a timekeeper. 2. Give each group a set of Post-its – each group with a different color, such as green, purple, orange, etc. (not the same color as the yellow note & blue improvement post-its) 3. Tell them they will have 40 minutes *as a group* to quickly "brainstorm" a new process, writing one step per post-it and putting it on the group's butcher paper on the wall**:** a. A step must start with a verb & include a noun. 4. Tell each group to work together as a cohesive whole, not to worry about completeness or accuracy – to get their future process ideas out as quickly as possible. 5. Let them know they can suggest combining steps, eliminating steps, re-sequencing steps, identifying new steps, etc. 6. Remind them not to get bogged down in lengthy discussions – write the issue on a buff/yellow post-it & put on a Parking Lot. • Call time & ask the groups to come together as a team, bringing their maps with them & posting them up front.	
Notes:		
1:30 – 2:15	**Purpose:**	

Time/Topic	Purpose and Method	Materials Resources
CONTINUE FUTURE STATE MAPPING	• To create a Future State map that applies continuous improvement principles, moves the State of Maine towards its goals, and motivates individual and team commitment and enthusiasm. • To enable the team to design a shared/common Future State. • To help the team to think through the proposed changes and their impact on the process and customer. **Methodology:** **• Create the Future State map in the whole team by starting at the beginning of the process.** • Now, with the Data Manager and the whole Team, begin to build the Future State on **green** step sheets from the beginning of the process, collecting measurements as each step is identified and referring to the Current State and recommended improvements. • Ask: What is the first step? *(If had BO groups, actively use & refer throughout to the post-it maps that were just done.)* – Reminders: o A step "name" must start with a verb & include a noun (because a step is an action). o They can suggest combining steps, eliminating steps, re-sequencing steps, identifying new steps, etc. o They should not get bogged down in lengthy discussions – write the issue on a buff/yellow post-it & put on a Parking Lot. • Ask questions such as*:* - Is this step needed? - Can it be simplified (or combined/integrated)? - Are there Lean concepts we could apply (note the worksheets they completed on waste)? - Ask the *5 Whys.* - Refer also to the blue post-its and/or dots from the Current State Map and reflect them in the new process where it makes sense. • If, as they are doing this, the P's bring up problems / impediments to their new future process, ask them if there is a change they want to make that is large enough to need a separate team to meet for a day or more in order to solve the problem/another process/issue, external to (but affecting) this process that must be addressed in order to make the change. o Be prepared to briefly explain Lean improvement methodologies/tools & what a Kaizen Burst is and its relationship to this VSM. o As the team works its way through the Future State, ask them to briefly name these on red Kaizen (rapid	

Time/Topic	Purpose and Method	Materials Resources
	improvement) Burst sheets and have the Data Manager place each burst above/below the appropriate step(s). • Continue building the Future State (naming the steps and completing the data) & help the team to get as far as it can in this session. • Be sure to keep the focus on the task. **Remind the Ps that this phase is about what the P's want the Future State to be, not about how to get there** – that will be done in the next session in the development of the Implementation Plan. • However, tell the P's that if they do have ideas about actions/changes necessary to get to the Future State, to write each one down on a ***pink*** **post-it** & put that on the appropriate step at the end of the session.	
Notes:		
2:15 – 2:30 **BREAK**	• Meet with your practitioner team. Elicit feedback and make any course corrections. • If the FS work has been completed early or will be very shortly, set up to begin creating the Improvement Implementation Plan.	
2:30 – 3:45 **FINISH FUTURE STATE MAPPING**	**Purpose:** • Continue the momentum and build consensus of a new, improved future state. **Methodology:** • Same.	
NOTES:		

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Time/Topic	Purpose and Method	Materials Resources
3:45 – 4:15 **CALCULATE FUTURE STATE TIMES & ANALYZE**	**Purpose:** • Measure the projected improvements from Current State to Future State. • Reinforce the value of using data when identifying improvement opportunities. • Ensure the new process is better for the organization and for the customer. **Methodology:** • Same as Current State. See *Day One Design Notes*. • Tell P's that if they need a reminder to reference PW pp. . The calculation method is the same as for the Current State. o Remind P's that in calculating the process (lead) time when there are simultaneous steps: for Elapsed Time, use only the longest time for best and work case. *(Total Work Time is the sum of all work times.)* • When completed, review the differences/similarities/patterns between the CS and FS • Calculate the changes and their meaning, implications.	
NOTES:		
4:15 – 4:30 **WRAP-UP & ADJOURN**	**Purpose:** • Acknowledge the work completed and give appreciation to each other. • Invite P's to prepare for Day Three – read the Imp. Plan Questions. **Methodology:** • Summarize the work completed and action items for next session – improvement implementation plan. • Ask the team to think about how they would actually get from the Current State to the Future State – what will have to be done. • Check-out: Round robin, ask P's, for example, one of the following – o Give a word or a sentence about what you appreciate about the work the team has completed over the past two days. o **Say, in a phrase or sentence, what key or "Aha!"**	

Time/Topic	Purpose and Method	Materials Resources
	learning you had today. • When the last person has spoken, thank the P's & adjourn the session.	
NOTES:		

	Questions for Analyzing the Current State of Your Process in Order to Make Improvements*	
1	**A. Functions**	
2	Can the number of functions (departments, work units, or individuals) be reduced? (If so, consider using their talents and capacity to provide the additional services for which you have not had the needed resources.)	
3	Which movements between functions could be eliminated or the distance/time decreased?	
4	**B. Activities**	
5	Which activities offer the greatest potential for improvements?	
6	Which steps are unnecessary and could be eliminated?	
7	Will changing the sequence of the steps result in greater efficiency?	
8	**C. Time**	
9	Which activities consume the most elapsed time?	
10	Which activities consume the most work time?	
11	Which activities show the greatest discrepancy between work time and elapsed time?	
12	Based on the previous three answers, which activities should be improved first for the greatest reduction in elapsed and work time?	
13	How can time be saved on critical path activities? (The critical path is the series of tasks/activities/steps that must be completed as scheduled to produce the final product in the time planned – the path of longest duration. Time saved on non-critical path activity has no effect on the elapsed time for the whole process.)	
14	Which activities could be done in parallel to reduce total elapsed time?	
15	**D. Batch Processing**	
16	Where does batch processing occur?	
17	What is its impact on elapsed time?	
18	Can reducing the batch size improve elapsed time?	
19	**E. Inspections / Approvals**	
20	Where does inspections / approval by third parties occur?	
21	Why are inspections / approvals done? What is the inspector's/approver's real reason for needing to see the product or information about it?	

22	How else could this need be addressed?	
23	Can the inspections/approvals be made unnecessary?	
24	**F. Yield / Volume**	
25	At what points (activities/steps) should the yield be checked?	
26	How can the actual yield be measured and charted?	
27	How can the yield be increased?	
28	**G. Variation**	
29	Where does variability occur in the process (that is, something that necessitates exception processing or special handling)?	
30	**H. Rework**	
31	Where do rework or correction cycles occur?	
32	How can this rework be eliminated or reduced?	
33	Where do errors occur in the process?	
34	How can these errors be reduced?	
35	What can be done earlier in the process to eliminate rework?	
36	**I. Cost**	
37	Which activities represent the greatest cost?	
38	How can the cost be reduced?	
39	**J. Complexity**	
40	Where does the process seem unnecessarily complex?	
41	How can it be simplified?	
42	**K. Customer Contact**	
43	Where are customers given an "I don't know" answer?	
44	Where can responsiveness to customers be improved?	
45	Where can the "friendliness" of customer contact (face-to-face, paper, electronic, etc.) be improved?	
46	Where can information be given to customers to shape their expectations?	
47	How can the number and duration of contact points be reduced / simplified?	

* Adapted from Ken Miller. The Change Agent's Guide to Radical Improvement. ASQ Press: Milwaukee WI. 2002. pp. 142-143.

Questions to Consider in Developing the Improvement Implementation Plan

- ❑ What are the changes being proposed?
- ❑ Which changes should be implemented first?
  - Which problems/changes are priorities for OCFS? For the Child?
  - Which changes address key organizational goals?
- ❑ What specific actions/activities must be taken to bring them about successfully?
- ❑ How will the changes be implemented?
- ❑ Who is the staff person responsible for implementing the change successfully – who has the commitment, authority, influence, and time to assure implementation, to remove barriers to change?
- ❑ What are the measures needed to determine if the changes are successful? To determine if they're actually improvements?
  - How will it be determined if the changes are seen as actual improvements by the child, the adoptive parents, and by staff?
- ❑ How will input from clients, staff, and external sources be obtained regarding possible improvements, best practices, etc.
- ❑ How will any adjustments be made to the proposed changes if they are found not to work or to be actual improvements after all?
- ❑ Are there any significant problems related to this process that must be addressed in order to get to the future state for this process?
- ❑ Are there any changes, barriers, other processes, or issues outside this process that must also be addressed in order to get to the future state for this process?